



# GENERAL ASSEMBLY

## COMMONWEALTH OF KENTUCKY

### 2005 REGULAR SESSION

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HOUSE BILL NO. 93

AS ENACTED

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TREY GRAYSON  
SECRETARY OF STATE  
COMMONWEALTH OF KENTUCKY  
BY R. Adler

AN ACT relating to improving student achievement, making an appropriation therefor, and declaring an emergency.

*Be it enacted by the General Assembly of the Commonwealth of Kentucky:*

SECTION 1. A NEW SECTION OF KRS CHAPTER 158 IS CREATED TO READ AS FOLLOWS:

(1) The General Assembly hereby finds that reading and mathematics proficiency are gateway skills necessary for all Kentucky students to achieve the academic goals established in KRS 158.6451. It is the General Assembly's intent that:

(a) All students in the primary program having difficulty in reading and mathematics receive early diagnosis and intervention services from highly trained teachers;

(b) All students demonstrate proficiency in reading and mathematics as they progress through the relevant curricula and complete each assessment level required by the Kentucky Board of Education for the state assessment program established under KRS 158.6453 and in compliance with the requirements of the federal "No Child Left Behind Act of 2001," 20 U.S.C. sec. 6301 et seq.; and

(c) Students who are struggling in reading and mathematics or are not at the proficient level on statewide assessments be provided research-based and developmentally appropriate diagnostic and intervention services, and instructional modifications necessary to learn.

The General Assembly, the Kentucky Board of Education, the Kentucky Department of Education, the Council on Postsecondary Education, colleges and universities, local boards of education, school administrators, school councils, teachers, parents, and other educational entities, such as the Education Professional Standards Board, P-16 councils, the Collaborative Center for Literacy Development, and the Center for Middle School Achievement must

1 collaborate if the intentions specified in this subsection are to be met. Intensive  
2 focus on student achievement in reading and mathematics does not negate the  
3 responsibility of any entity to help students obtain proficiency in other core  
4 curriculum content areas.

5 (2) The General Assembly's role is to set policies that address the achievement levels  
6 of all students and provide resources for the professional growth of teachers and  
7 administrators, assessing students' academic achievement, including diagnostic  
8 assessment and instructional interventions, technology innovations, targeted  
9 reading and mathematics statewide initiatives, research and the distribution of  
10 research findings, services for students beyond the regular school day, and other  
11 services needed to help struggling learners.

12 (3) The Kentucky Board of Education shall regularly review and modify, when  
13 appropriate, its statewide assessment policies and practices to enable local school  
14 districts and schools to carry out the provisions of the statewide assessment and  
15 accountability system, required under KRS 158.6453 to improve student  
16 achievement in mathematics and reading.

17 (4) The Kentucky Department of Education shall:

18 (a) Provide assistance to schools and teachers, including publicizing  
19 professional development opportunities, methods of measuring effective  
20 professional development, the availability of high quality instructional  
21 materials, and developmentally appropriate screening and diagnostic  
22 assessments of student competency in mathematics and reading. The  
23 department shall provide access to samples of units of study, annotated  
24 student work, diagnostic instruments, and research findings, and give  
25 guidance on parental engagement.

26 (b) Conduct an annual review of the state grant programs it manages and make  
27 recommendations, when needed, to the Interim Joint Committee on

Education for changes to statutory requirements that are necessary to gain a greater return on investment.

(c) Provide administrative support and oversight to programs to train classroom coaches and mentors to help teachers with reading and mathematics instruction.

(5) The Council on Postsecondary Education, in cooperation with the Education Professional Standards Board, shall exercise its duties and functions under KRS 164.020 to ensure that teacher education programs are fulfilling the needs of Kentucky for highly skilled teachers. The council shall coordinate the federal and state grant programs it administers with other statewide initiatives relating to improving student achievement in reading and mathematics to avoid duplication of effort and to make efficient use of resources.

(6) The Education Professional Standards Board shall exercise its duties and responsibilities under KRS 161.030 and 161.048 to ensure highly qualified teachers.

(7) Colleges and universities shall:

(a) Utilize institution-wide resources to work with elementary and secondary educators and other entities to align curriculum content to ensure that students who achieve proficiency on standards established at the prekindergarten through secondary levels will require no remediation to successfully enter a postsecondary education program;

(b) Provide quality undergraduate teacher preparation programs to ensure that those preparing to teach reading or mathematics at all grade levels have the necessary content knowledge, assessment and diagnostic skills, and teaching methodologies;

(c) Deliver appropriate continuing education for teachers in reading and mathematics through institutes, graduate level courses, and other

- 1           professional development activities that support a statewide agenda for  
 2           improving student achievement in reading and mathematics;
- 3           (d) Conduct or assist with research on best practices in assessment,  
 4           intervention strategies, teaching methodologies, costs and effectiveness of  
 5           instructional models, and other factors as appropriate to reading and  
 6           mathematics;
- 7           (e) Provide staff to consult and provide technical assistance to teachers, staff,  
 8           and administrators at elementary, middle, and secondary school sites;
- 9           (f) Assume active roles in the statewide initiatives referenced in Sections 2 and  
 10           5 of this Act; and
- 11           (g) Develop written procedures for measuring the effectiveness of activities  
 12           outlined in paragraphs (a) to (e) of this subsection.
- 13           (8) School councils at all school levels are encouraged to identify and allocate  
 14           resources to qualified teachers to become coaches or mentors in mathematics or  
 15           coaches or mentors in reading with a focus on improving student achievement in  
 16           their respective schools.
- 17           (9) Local school boards and superintendents shall provide local resources, whenever  
 18           possible, to supplement or match state and federal resources to support teachers,  
 19           school administrators, and school councils in helping students achieve  
 20           proficiency in reading and mathematics.
- 21           (10) Local school superintendents shall provide leadership and resources to the  
 22           principals of all schools to facilitate curriculum alignment, communications, and  
 23           technical support among schools to ensure that students are academically  
 24           prepared to move to the next level of schooling.

25           SECTION 2. A NEW SECTION OF KRS CHAPTER 158 IS CREATED TO  
 26           READ AS FOLLOWS:

- 27           (1) As used in Sections 1, 2, and 3 of this Act, unless the context requires otherwise:

- 1        (a) "Concepts" means mathematical ideas that serve as the basis for  
 2        understanding mathematics;
- 3        (b) "Mathematics" means the curriculum of numbers and computations,  
 4        geometry and measurements, probability and statistics, and algebraic ideas;
- 5        (c) "Mathematics coach" means a mathematics leader whose primary  
 6        responsibility is to provide ongoing support for one (1) or more mathematics  
 7        teachers. The role of the coach is to improve mathematics teaching  
 8        practices by working with teachers in their classrooms, observing and  
 9        providing feedback to them, modeling appropriate teaching practices,  
 10       conducting workshops or institutes, establishing learning communities, and  
 11       gathering appropriate and useful resources;
- 12       (d) "Mathematics diagnostic assessment" means an assessment that identifies  
 13       a student at risk of failure in mathematics or a student with major deficits  
 14       in numeracy and other mathematical concepts and skills;
- 15       (e) "Mathematics intervention program" means an intensive instructional  
 16       program that is based on valid research and is provided by a highly trained  
 17       teacher to specifically meet individual students needs;
- 18       (f) "Mathematics leader" means any educator with a specialization in  
 19       mathematics who:
- 20           1. Serves in a supervisory capacity, such as mathematics department  
 21           chair, school-based mathematics specialist, or district mathematics  
 22           supervisor or coordinator; or
- 23           2. Regularly conducts or facilitates teacher professional development,  
 24           such as higher education faculty or other mathematics teachers;
- 25       (g) "Mathematics mentor" means an experienced mathematics coach who  
 26       typically works with beginning or novice teachers only. The responsibilities  
 27       and roles of the mentor are the same as those of the coach;

1 (h) "Numeracy" means the development of the basic concepts which include  
 2 counting, place value, addition and subtraction strategies, multiplication  
 3 and division strategies, and the concepts of time, money, and length. To be  
 4 numerate is to have and be able to use appropriate mathematical  
 5 knowledge, concepts, skills, intuition, and experience in relationship to  
 6 every day life;

7 (i) "Relationships" means connections of mathematical concepts and skills  
 8 within mathematics; and

9 (j) "Skills" means actions of mathematics.

10 (2) The Committee for Mathematics Achievement is hereby created for the purposes  
 11 of developing a multi-faceted strategic plan to improve student achievement in  
 12 mathematics at all levels of schooling, prekindergarten through postsecondary  
 13 and adult. At a minimum the plan shall address:

14 (a) Challenging curriculum that is aligned prekindergarten through  
 15 postsecondary, including consensus among high school teachers and  
 16 postsecondary education faculty about expectations, curriculum, and  
 17 assessment;

18 (b) Attitudes and beliefs of teachers about mathematics;

19 (c) Teachers' knowledge of mathematics;

20 (d) Diagnostic assessment, intervention services, and instructional strategies;

21 (e) Shortages of teachers of mathematics, including incentives to attract strong  
 22 candidates to mathematics teaching;

23 (f) Statewide institutes that prepare cadres of mathematics leaders in local  
 24 school districts, which may include highly skilled retired mathematics  
 25 teachers, to serve as coaches and mentors in districts and schools;

26 (g) Cohesive continuing education options for experienced mathematics  
 27 classroom teachers;

1 (h) Closing the student achievement gap among various student  
 2 subpopulations;

3 (i) Curriculum expectations and assessments of students among the various  
 4 school levels, prekindergarten, primary, elementary, middle, and high  
 5 school;

6 (j) Content standards for adult education centers providing mathematics  
 7 curricula;

8 (k) Introductory postsecondary education mathematics courses that are  
 9 appropriate to the wide array of academic programs and majors;

10 (l) Research to analyze further the issues of transition from high school or  
 11 GED programs to postsecondary education mathematics; and

12 (m) The early mathematics testing program under KRS 158.803.

13 Other factors may be included in the strategic plan as deemed appropriate by the  
 14 committee to improve mathematics achievement of Kentucky students.

15 (3) In carrying out its responsibility under subsection (1)(f) of this section, the  
 16 committee shall:

17 (a) Design a statewide professional development program that includes summer  
 18 mathematics institutes at colleges and universities, follow-up, and school-  
 19 based support services, beginning no later than June 1, 2006, to prepare  
 20 teams of teachers as coaches and mentors of mathematics at all school  
 21 levels to improve student achievement. Teachers shall receive training in  
 22 diagnostic assessment and intervention. The statewide initiative shall be  
 23 funded, based on available funds, from the Teachers' Professional Growth  
 24 Fund described in Section 5 of this Act. The design shall:

25 1. Define the curricula focus;

26 2. Build on the expertise of specific colleges and universities;

27 3. Place emphasis on mathematics concepts, skills and relationships,



1 diagnostic assessment, intervention services, and instructional  
 2 strategies;

3 4. Identify quality control measures for the delivery of each institute;

4 5. Establish evaluation procedures for the summer institutes and the  
 5 other professional development components;

6 6. Provide updates and networking opportunities for coaches and  
 7 mentors throughout the school year; and

8 7. Define other components within the initiative that are necessary to  
 9 meet the goal of increasing student achievement in mathematics.

10 (b) Require schools and districts approved to have participants in the  
 11 mathematics leader institutes to provide assurances that:

12 1. The district and schools have, or will develop, local mathematics  
 13 curricula and assessments that align with state standards for  
 14 mathematics;

15 2. There is a local commitment to build a cadre of mathematics leaders  
 16 within the district;

17 3. The district and participating schools will provide in-school support  
 18 for coaching and mentoring activities;

19 4. The mathematics teachers are willing to develop classroom  
 20 assessments that align with state assessments; and

21 5. Students who need modified instructional and intervention services  
 22 will have opportunity for continuing education services beyond the  
 23 regular school day, week, or year.

24 (c) In addition to the conditions specified in paragraph (b) of this subsection,  
 25 the committee shall make recommendations to the Kentucky Department of  
 26 Education and the Kentucky Board of Education for criteria to be included  
 27 in administrative regulations promulgated by the board which define:

- 1           1. Eligible grant recipients, taking into consideration how this program  
2           relates to other funded mathematics initiatives;
- 3           2. The application process and review;
- 4           3. The responsibilities of schools and districts, including but not limited  
5           to matching funds requirements, released or extended time for  
6           coaches and mentors during the school year, continuing education  
7           requirements for teachers and administrators in participating schools,  
8           data to be collected, local evaluation requirements; and
- 9           4. Other recommendations requested by the Kentucky Department of  
10          Education.
- 11       (4) The committee shall initially be composed of twenty-five (25) members as follows:  
12           (a) The commissioner of education or his or her designee;  
13           (b) The president of the Council on Postsecondary Education or his or her  
14           designee;  
15           (c) The president of the Association of Independent Kentucky Colleges and  
16           Universities or his or her designee;  
17           (d) The executive director of the Education Professional Standards Board or  
18           his or her designee;  
19           (e) The secretary of the Education, Arts, and Humanities Cabinet or his or her  
20           designee;  
21           (f) A representative with a specialty in mathematics or mathematics education  
22           who has expertise and experience in professional development, especially  
23           with coaching and mentoring of teachers, from each of the nine (9) public  
24           postsecondary education institutions defined in KRS 164.001. The  
25           representatives shall be selected by mutual agreement of the president of the  
26           Council on Postsecondary Education and the commissioner of education;  
27           (g) Two (2) adult education instructors selected by the vice-president for

Kentucky Adult Education;

(h) Two (2) elementary, two (2) middle, and two (2) high school mathematics teachers, appointed by the board of the statewide professional education association having the largest paid membership with approval from their respective local principals and superintendents of schools; and

(i) Three (3) school administrators, with one (1) each representing elementary, middle, and high school, appointed by the board of the statewide administrators' association having the largest paid membership with approval from their respective local superintendents of schools.

When the Center for Mathematics created under Section 4 of this Act becomes operational, the executive director of the center shall be added to the committee, which shall then be composed of twenty-six (26) members. Appointments to the committee shall be made no later than thirty (30) days following the effective date of this Act and the first meeting of the committee shall occur no later than thirty (30) days following appointment of the members.

(5) A majority of the full membership shall constitute a quorum.

(6) Each member of the committee, other than members who serve by virtue of their positions, shall serve for a term of three (3) years or until a successor is appointed and qualified, except that the initial appointments shall be made in the following manner: six (6) members shall serve a one (1) year term, six (6) members shall serve a two (2) year term, and eight (8) members shall serve a three (3) year term.

(7) A temporary chair of the committee shall be appointed prior to the first meeting of the committee through consensus of the president of the Council on Postsecondary Education and the commissioner of education, to serve ninety (90) days after his or her appointment. Prior to the end of the ninety (90) days, the committee shall elect a chair by majority vote. The temporary chair may be a nominee for the chair by majority vote. Thereafter, a chair shall be elected each

1 calendar year. An individual may not serve as chair for more than three (3)  
2 consecutive years. The chair shall be the presiding officer of the committee, and  
3 coordinate the functions and activities of the committee.

4 (8) The committee shall be attached to the Kentucky Department of Education for  
5 administrative purposes. The commissioner of education may contract with a  
6 mathematics-trained professional to provide part-time staff support to the  
7 committee. The commissioner of education and the president of the council shall  
8 reach consensus in the selection of a person to fill the position. The person  
9 selected shall have a graduate degree, a mathematics major, and teaching or  
10 administrative experience in elementary and secondary education. The person  
11 shall not be a current employee of any entity represented on the committee. The  
12 department shall provide office space and other resources necessary to support  
13 the staff position and the work of the committee.

14 (9) The committee, under the leadership of the chair, may organize itself into  
15 appropriate subcommittees and work structures to accomplish the purposes of the  
16 committee.

17 (10) Members of the committee shall serve without compensation but shall be  
18 reimbursed for necessary travel and expenses while attending meetings at the  
19 same per diem rate promulgated in administrative regulation for state employees  
20 under provisions of KRS Chapter 45. Funds shall be provided school districts to  
21 cover the cost of substitute teachers for those teachers on the committee at each  
22 district's established rate for substitute teachers.

23 (11) If a vacancy occurs within the committee during its duration, the board of the  
24 statewide professional education association having the largest paid membership  
25 or the board of the statewide administrators association having the largest paid  
26 membership or the president of the Council on Postsecondary Education, as  
27 appropriate, shall appoint a person to fill the vacancy.

1 (12) The committee shall:

2 (a) Present a draft strategic plan addressing the requirements in subsection (1)  
 3 of this section and other issues that arose during the work of the committee  
 4 to the Education Assessment and Accountability Review Subcommittee no  
 5 later than August 2005;

6 (b) Present the strategic plan for improving mathematics achievement to the  
 7 Interim Joint Committee on Education by July 15, 2006, which shall  
 8 include any recommendations that require legislative action; and

9 (c) Provide a final written report of committee activities to the Interim Joint  
 10 Committee on Education and the Legislative Research Commission by  
 11 December 1, 2006.

12 (13) The committee shall have ongoing responsibility for providing advice and  
 13 guidance to policymakers in the development of statewide policies and in the  
 14 identification and allocation of resources to improve mathematics achievement.  
 15 In carrying out this responsibility, the committee shall periodically review the  
 16 strategic plan and make modifications as deemed appropriate and report those to  
 17 the Interim Joint Committee on Education.

18 (14) The committee shall collaborate with the Center for Mathematics to ensure that  
 19 there is ongoing identification of research-based intervention programs for K-12  
 20 students who have fallen behind in mathematics, rigorous mathematics curricula  
 21 that prepare students for the next level of schooling, research-based professional  
 22 development models that prepare teachers in mathematics and pedagogy, and  
 23 strategies for closing the gap between high school or GED and postsecondary  
 24 mathematics preparation.

25 SECTION 3. A NEW SECTION OF KRS CHAPTER 158 IS CREATED TO  
 26 READ AS FOLLOWS:

27 (1) The mathematics achievement fund is hereby created to provide developmentally

1 appropriate diagnostic assessment and intervention services to students, primary  
2 through grade 12, to help them reach proficiency in mathematics on the state  
3 assessments under KRS 158.6453 and in compliance with the "No Child Left  
4 Behind Act of 2001," 20 U.S.C. sec. 6301 et seq. as required under Section 1 of  
5 this Act.

6 (2) The grant funds may be used to support the implementation of diagnostic and  
7 intervention services in mathematics. The use of funds may include: pay for  
8 extended time for teachers, released time for teachers to serve as coaches and  
9 mentors or to carry out other responsibilities needed in the implementation of  
10 intervention services, payment of substitute teachers needed for the support of  
11 mathematics teachers, purchase of materials needed for modification of  
12 instruction, and other costs associated with diagnostic and intervention services  
13 or to cover other costs deemed appropriate by the Kentucky Board of Education.

14 (3) The fund shall:

15 (a) Provide funding for the Center for Mathematics created in Section 4 of this  
16 Act and the costs of training selected teachers in the diagnostic assessment  
17 and intervention skills that are needed to assist struggling students in the  
18 primary program and other grade levels;

19 (b) Provide renewable, two (2) year local grants to school districts and for  
20 purposes described in subsection (2) of this section; and

21 (c) Provide operational funding for the Mathematics Achievement Committee  
22 created in Section 2 of this Act.

23 (4) Any funds appropriated to the mathematics achievement fund that are  
24 specifically designated by the General Assembly to support the Center for  
25 Mathematics shall be appropriated to the Council on Postsecondary Education  
26 and distributed to the university administering the center, as determined by the  
27 council under Section 4 of this Act.

1 (5) Any moneys in the fund at the close of a fiscal year shall not lapse but shall be  
 2 carried forward to be used for the purposes specified in this section.

3 (6) Any interest earnings of the fund shall become a part of the fund and shall not  
 4 lapse.

5 (7) (a) Any funds appropriated to the mathematics achievement fund and  
 6 specifically designated by the General Assembly as funding for grants to  
 7 local school districts or to support the Mathematics Achievement Committee  
 8 shall be administered by the Kentucky Department of Education.

9 (b) The Kentucky Board of Education shall promulgate administrative  
 10 regulations relating to the grants for local school districts based on  
 11 recommendations from the Mathematics Achievement Committee, the  
 12 secretary of the Education Cabinet, the commissioner of education, and the  
 13 Center for Mathematics established in Section 4 of this Act. The  
 14 administrative regulations shall:

- 15 1. Identify eligibility criteria for grant applicants;
- 16 2. Specify the criteria for acceptable diagnostic assessments and  
 17 intervention programs and coaching and mentoring programs;
- 18 3. Establish the minimum annual evaluation process for each grant  
 19 recipient;
- 20 4. Identify the annual data that must be provided from each grant  
 21 recipient;
- 22 5. Define the application and approval process;
- 23 6. Establish matching fund requirements if deemed necessary by the  
 24 board;
- 25 7. Define the obligations for professional development and continuing  
 26 education for teachers, administrators, and staff of each grant  
 27 recipient;

1 8. Establish the conditions for renewal of a two (2) year grant; and

2 9. Specify other conditions necessary to implement the purposes of this  
 3 section.

4 (c) As part of the application process, the board shall require that a grant  
 5 applicant provide assurances that the following principles will be met if the  
 6 applicant's request for funding is approved:

7 1. Mathematics instruction will be standards-based and utilize research-  
 8 based practices;

9 2. Intervention and support services will supplement, not replace, regular  
 10 classroom instruction; and

11 3. Intervention services will be provided to primary program students  
 12 and other students who are at risk of mathematics failure within the  
 13 school based upon ongoing assessments of their needs.

14 (d) If matching funds are required, the school council or, if none exists, the  
 15 principal or the superintendent of schools, shall allocate matching funds.  
 16 Funding for professional development allocated to the school council under  
 17 KRS 160.345 and for continuing education under KRS 158.070 may be used  
 18 to provide a portion or all of a school's required match.

19 (e) The Department of Education shall make available to schools:

20 1. Information from the Center for Mathematics regarding diagnostic  
 21 assessment and intervention programs and coaching and mentoring  
 22 programs of proven-practice in meeting the needs of primary students  
 23 and other students who are at risk of failure;

24 2. Technical assistance to potential applicants and grant recipients;

25 3. A list of professional development providers offering teacher training  
 26 in diagnostic assessment and intervention strategies and coaching and  
 27 mentoring; and



1           4. Information from the Center for Mathematics on how to communicate  
 2           to parents effective ways of interacting with their children to improve  
 3           their mathematics concepts, skills, and understanding; and

4           (f) The Department of Education shall submit a report to the Interim Joint  
 5           Committee on Education no later than September 1 of each year outlining  
 6           the use of grant funds. By November 1, 2007, the Department of Education  
 7           with input from the Committee for Mathematics Achievement and the  
 8           Center for Mathematics shall conduct a statewide needs assessment of the  
 9           resources needed in each school to help each child achieve proficiency in  
 10           mathematics by the year 2014 and report to the Interim Joint Committee on  
 11           Education an estimate of the cost and a specific timeline for meeting the  
 12           goal established by the Commonwealth.

13           SECTION 4. A NEW SECTION OF KRS CHAPTER 164 IS CREATED TO  
 14           READ AS FOLLOWS:

15           (1) The Center for Mathematics is hereby created to make available professional  
 16           development for teachers in reliable, research-based diagnostic assessment and  
 17           intervention strategies, coaching and mentoring models, and other programs in  
 18           mathematics. The center shall be headed by an executive director and  
 19           administered by a public postsecondary education institution. The center shall:

20           (a) Act as a clearinghouse for information about professional development  
 21           programs for teachers that address mathematics diagnostic assessment,  
 22           intervention programs, coaching and mentoring programs, and other  
 23           instructional strategies to address students' needs;

24           (b) Collaborate with Kentucky's other public and private postsecondary  
 25           institutions to develop teachers' mathematical knowledge needed for  
 26           teaching and help teachers improve students' mathematical concepts,  
 27           thinking, problem-solving, and skills, with an emphasis on diagnostic

1 assessment and intervention programs for students in the primary program;

2 (c) Provide teacher training to develop teacher leaders and teaching specialists  
 3 in primary programs who have skills in diagnostic assessment and  
 4 intervention services to assist struggling students or those who are at risk of  
 5 failure in mathematics. The center may contract for services in order to  
 6 carry out this responsibility;

7 (d) Maintain a demonstration and training site for mathematics located at each  
 8 of the public universities;

9 (e) Advise the Kentucky Department of Education and Kentucky Board of  
 10 Education regarding:

11 1. Early mathematics content, diagnostic assessment practices, and  
 12 intervention programs;

13 2. Costs and effectiveness of various mathematics intervention  
 14 programs;

15 3. Coaching and mentoring models that help improve student  
 16 achievements; and

17 4. Trends and issues relating to mathematics programs in schools  
 18 throughout the state; and

19 (f) Disseminate information to teachers, administrators, and policymakers on  
 20 an ongoing basis.

21 (2) The Council on Postsecondary Education shall select a location for the center no  
 22 later than January 1, 2006. The council shall use a request for proposal process.  
 23 In developing the request for proposal, the council shall seek advice from the  
 24 Mathematics Achievement Committee created in Section 2 of this Act and the  
 25 commissioner of education. The center shall be located at the selected university  
 26 through July 1, 2011, unless funding is not available, the council deems the  
 27 performance of the institute to be inadequate, or the university requests to

discontinue its relationship to the institute. Contingent upon available funding at the end of the initial cycle, and each five (5) year period thereafter, the council shall issue a request for proposal to all public postsecondary education institutions to administer the center.

Section 5. KRS 156.553 is amended to read as follows:

- (1) The teachers' professional growth fund is hereby created to provide teachers with high quality professional development in content knowledge in mathematics, reading, science, language arts, social studies, arts and humanities, practical living, vocational studies, and foreign languages; classroom-based screening, diagnostic, assessment and intervention strategies; and ~~as well as~~ teaching methodologies ~~to impart the content to students. During the years 2000 to 2004, priority for funding shall be given to middle school teachers, and, based upon available funds, and in subsequent years, funding shall be made available to teachers in all grade levels in the subject areas listed in this subsection].~~ Based on available funds, student achievement data, and teacher data, the Kentucky Board of Education shall annually determine the priority for content emphasis based on the greatest needs.

- (2) (a) The fund may provide moneys to teachers for:

1.{(a)} Tuition reimbursement for successful completion of college or university level courses, including on-line courses and seminars, approved for this purpose by the Education Professional Standards Board;

2.{(b)} Stipends for participation in and successful completion of:

a.[1.] College or university courses, including on-line courses and seminars, approved for this purpose by the Education Professional Standards Board;

b.[2.] Teacher institutes developed for core content instructors by the Department of Education in compliance with KRS 156.095; and

1                   ~~c.[3-]~~ Other professional development programs approved by the  
 2                   Kentucky Department of Education;

3                   ~~3.[(e)]~~ Reimbursement for the purchase of materials required for  
 4                   professional development programs; and

5                   ~~4.[(d)]~~ Reimbursement for other approved professional development  
 6                   activities throughout the school year, including reimbursement for:

7                   ~~a.[1-]~~ Travel to and from professional development workshops; and

8                   ~~b.[2-]~~ Travel to and from other schools for the observation of, and  
 9                   consultation with, peer mentors; or

10           **(b) The fund may be used to provide grants to local school districts to support**  
 11           **staff participation in specific, statewide initiatives for the professional**  
 12           **development of teachers and administrators in specific content areas as**  
 13           **established by the Kentucky Department of Education and the Kentucky**  
 14           **Board of Education under the provisions of subsections (4), (5), and (6) of**  
 15           **this section and referenced in Section 2 of this Act.**

16           **(c) The fund may be used to provide grants to colleges and universities to plan**  
 17           **and develop statewide professional development institutes and other**  
 18           **professional development services.**

19           **(d) The fund may be used to provide grants to local school districts, to colleges**  
 20           **and universities, or other entities to assist the Kentucky Department of**  
 21           **Education in evaluating costs and the effectiveness of activities and**  
 22           **initiatives established under this section.**

23           (3) The Education Professional Standards Board shall determine the college and  
 24           university courses, including on-line courses and seminars, for which teachers may  
 25           receive reimbursement from the fund.

26           (4) The Department of Education shall:

27           (a) Administer the fund. In order to process reimbursements to teachers promptly,

- 1 the reimbursements shall not be subject to KRS 45A.690 to 45A.725;
- 2 (b) Determine the professional development programs for which teachers may
- 3 receive reimbursement, or districts or colleges and universities may receive
- 4 grants, from the fund;
- 5 (c) Determine the level of stipend or reimbursement, subject to the availability of
- 6 appropriated funds, for particular courses and programs, under subsection (2)
- 7 of this section; and
- 8 (d) Provide an accounting of fund expenditures and results of the use of the
- 9 funds for each biennium to the Interim Joint Committee on Education by
- 10 November 1 of each odd-numbered year~~[to the Center for Middle School~~
- 11 ~~Academic Achievement, upon request of the center, for use in preparing the~~
- 12 ~~center's annual report]~~.
- 13 (5) The professional development programs approved by the Department of Education
- 14 for which teachers may receive support from the fund shall:
- 15 (a) Focus on improving the content knowledge of teachers;
- 16 (b) Provide training in the use of research-based and developmentally
- 17 appropriate classroom-based screening, diagnostic, assessment, and
- 18 intervention strategies;
- 19 (c) Provide instruction on teaching methods to effectively impart content
- 20 knowledge to all students;
- 21 ~~(d)~~~~(e)~~ Include intensive training institutes and workshops during the summer;
- 22 ~~(e)~~~~(d)~~ Provide programs for the ongoing support of teacher participants
- 23 throughout the year, which may include:
- 24 1. A peer coaching or mentoring, and assessment program; and
- 25 2. Planned activities, including:
- 26 a. Follow-up workshops; and
- 27 b. Support networks of teachers of the core disciplines using

1 technologies, including but not limited to telephone, video, and on-  
 2 line computer networks; and

3 ~~(1)(e)~~ Provide teacher participants with professional development credit  
 4 toward renewal of certification under the provisions of KRS 161.095, relating  
 5 to continuing education for teachers.

6 (6) The Kentucky Board of Education shall specify through promulgation of  
 7 administrative regulations:

8 (a) The application and approval process for receipt of funds;

9 (b) The requirements and process for the disbursement of funds; and

10 (c) The number of each kind of approved course for which applicants may receive  
 11 funds.

12 (7) Notwithstanding any other provisions to the contrary, a local school board may  
 13 advance the funds necessary for its teachers to participate in a college course or  
 14 professional development seminar or activity approved by the Kentucky Department  
 15 of Education and the Education Professional Standards Board under provisions of  
 16 this section and receive reimbursement from the department at the conclusion of the  
 17 activity or course by the teacher. If funds are advanced for the benefit of a teacher  
 18 under this subsection, but the teacher does not fulfill his or her obligation, the  
 19 teacher shall reimburse the school district for the funds expended by the district on  
 20 the teacher's behalf.

21 (8) Notwithstanding the provisions of KRS 45.229, unexpended funds in the teachers'  
 22 professional growth fund in the 2000-2001 fiscal year or in any subsequent fiscal  
 23 year shall not lapse but shall carry forward to the next fiscal year and shall be used  
 24 for the purposes established in subsections (1) and (2) of this section.

25 (9) Notwithstanding any provisions of this section to the contrary, beginning June 1,  
 26 2006, through the 2009-2010 school year, priority for the use of funds from the  
 27 teachers' professional growth fund shall be used to train and support teams of

1 teachers from all school levels to be trained as reading coaches and mentors or as  
2 mathematics coaches and mentors in statewide institutes referenced in Sections 1  
3 and 2 of this Act, and for selected teachers to be highly trained in providing  
4 diagnostic assessment and intervention services for students in the primary  
5 program struggling with mathematics.

6 (a) The design of the statewide mathematics institutes to train mathematics  
7 coaches and mentors shall be developed by the Committee for Mathematics  
8 Achievement established in Section 2 of this Act. The committee shall  
9 provide recommendations to the Kentucky Department of Education and  
10 the Kentucky Board of Education in the preparation of administrative  
11 regulations that may be promulgated by the board to implement the  
12 provisions of this subsection relating to mathematics.

13 (b) The design of the professional development program to provide highly  
14 trained mathematics intervention teachers in the primary program shall be  
15 developed by the Center for Mathematics in collaboration with public and  
16 private institutions of postsecondary education.

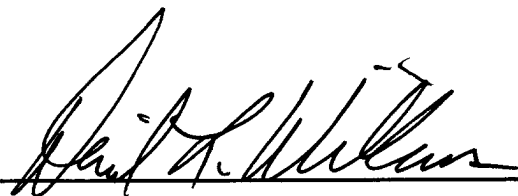
17 (c) The development of the statewide program to train reading coaches and  
18 mentors shall be coordinated by the Kentucky Department of Education  
19 with recommendations from the Collaborative Center for Literacy  
20 Development, established in KRS 164.0207, and the reading steering  
21 committee established in KRS 158.794. The design of the program shall  
22 reflect a consensus of the agencies involved in the development of the  
23 program. The training program for reading coaches and mentors shall  
24 complement other statewide reading initiatives, funded with state and  
25 federal funds, and shall give priority to teachers in grades four (4) through  
26 twelve (12). The program shall be implemented no later than June 1, 2006.  
27 The board shall promulgate administrative regulations required to

1                   *implement the provisions of this subsection relating to reading.*


2           Section 6.     Whereas it is essential that the Committee for Mathematics  
3   Achievement be established as quickly as possible in order to begin the duties assigned to  
4   it in Section 2 of this Act; whereas it is important that work begin in a timely fashion in  
5   the design of the statewide professional development programs to train coaches and  
6   mentors, and whereas it is important that the Kentucky Department of Education inform  
7   the local school districts regarding the provisions of Section 1 of this Act, relating to  
8   students not at proficiency, an emergency is declared to exist, and this Act takes effect  
9   upon its passage and approval by the Governor or upon its otherwise becoming a law.



  
Speaker-House of Representatives

  
President of the Senate

Attest:   
Chief Clerk of House of Representatives

Approved   
Governor

Date 